

DOCUMENT RESUME

ED 023 547

RE 001 447

By -Fried, Marian; And Others

Developmental Reading in Social Studies; Discovery and Exploration. A Guide for Teachers, Grade 8, Revised.

Sewanhaka Central High School District Number 2, Nassau County, N.Y.

Pub Date 65

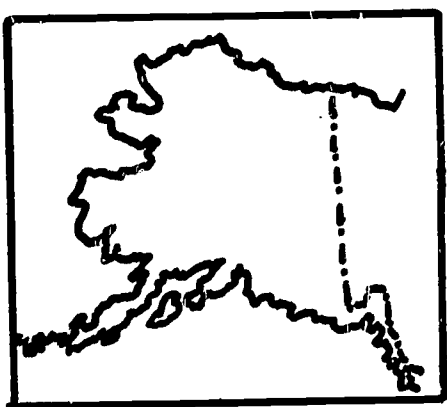
Note -99p.

EDRS Price MF -\$0.50 HC -\$5.05

Descriptors - *American History, *Content Reading, Developmental Reading, *Grade 8, Junior High Schools, Reading Comprehension, Recall (Psychological), *Social Studies, Social Studies Units, *Teaching Guides, Unit Plan, Vocabulary Development

This unit guide, first in a series of seven, is designed to provide eighth-grade teachers with materials for achieving the dual objectives of providing reading and study skills instruction while developing facts, attitudes, and concepts of social studies. Information about discovery and exploration is found in two texts: "This Is America's Story," for use with average classes and "Exploring American History," for use with modified classes. Each chapter of material contains exercises dealing with general vocabulary building, specific social studies vocabulary, terms dealing with people, places, and things, and tests for these words. Other exercises deal with note taking, recall, and prereading skills such as use of subchapter and chapter headings and pictures. Combined questions applicable to both textbooks are also provided. (JB)

Developmental Reading in Social Studies



UNIT 1: Discovery and Exploration

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY.



442

RE 001

ED 023547

a guide for teachers

GRADE

8

REVISED

Sewanhaka

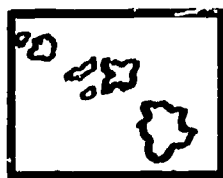
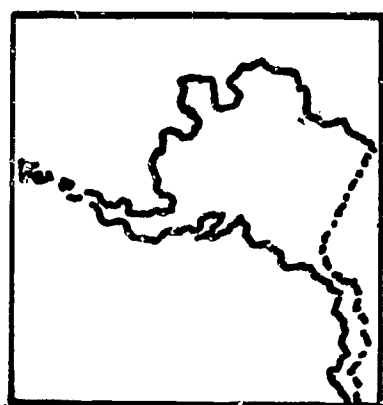
CENTRAL HIGH SCHOOL DISTRICT NO. 2

NASSAU COUNTY, NEW YORK

Developmental Reading in Social Studies

REVISED

UNIT 1: Discovery and Exploration



MRS. MARIAN FRIED
H. Frank Carey High School
DONALD LAUX
Elmont Memorial High School
MISS SARA LEVY
Floral Park Memorial High School
MISS MARILYN MACCHIA
Elmont Memorial High School
ANTHONY MANZO
H. Frank Carey High School
LEE MARCUS
Alva T. Stanforth Junior High School

a guide for teachers

GRADE

8

Sewanhaka

CENTRAL HIGH SCHOOL DISTRICT NO. 2

NASSAU COUNTY, NEW YORK

SUMMER 1965

Dr. James A. DeSonne, Assistant District Principal (Curriculum and Instruction)
Robert M. Vincent, Director, Instructional Materials Center
Dan Dramer, District Curriculum Supervisor for Reading and Language Arts
John W. Nicoll, Principal of the District

BOARD OF EDUCATION

Mr. Samuel L. Nadler, President
Mr. Milton Levine, Vice President

Mrs. Anne M. Boeckmann
Mr. Anthony C. Crea
Mrs. Dorothy Fishelson

Mr. Walter H. Pohl
Mrs. Viola S. Southern
Mr. Russell F. Thomas, Jr.

DISTRICT ADMINISTRATION

Mr. John W. Nicoll, Principal of the District

Dr. James A. DeSonne - Assistant District Principal (Curriculum and Instruction)
Mr. W. Wallace Purdy - Assistant District Principal (Personnel and Supervision)
Mr. John S. Randolph - Assistant District Principal (Pupil Personnel Service)

BUILDING PRINCIPALS

Mr. Gilbert G. Blum, Principal, H. Frank Carey High School
Mr. Francis X. Driscoll, Principal, Elmont Memorial High School
Mr. John H. Fuller, Principal, Floral Park Memorial High School
Mr. Alton D. Lowe, Principal, Alva T. Stanforth Junior High School
Dr. Jerome J. Niosi, Principal, New Hyde Park Memorial High School
Mr. Howard W. Nordahl, Principal, Sewanhaka High School

A C K O W L E D G M E N T S

This guide extends to our newly-adopted eighth-grade social studies texts the district's well-known program of developmental reading in the content areas. In publishing this guide, the district re-affirms its belief in the value of developmental reading for secondary school pupils.

This volume represents the cooperative efforts of many people of special talents whose contributions are acknowledged with appreciation.

Mrs. Marian Fried

For their authorship of the
guide in the summer of 1965

Mr. Donald Laux

Miss Sara R. Levy

Miss Marilyn Macchia

Mr. Anthony Manzo

Mr. Lee Marcus

Mr. Dan Dramer

District Curriculum Supervisor,
Reading and Language Arts

For supervising and organizing
the project in its formative
and developmental stages

Mr. Ira Wilder

Social Studies Coordinator
and

Mr. William Wrigg

For suggestions on dividing
the content into study units

Dr. James A. DeSonne

Assistant District Principal,
Curriculum and Instruction

For general supervision of
the summer workshop

Mr. Robert Vincent
Director,
Instructional Materials Center

For supervision of the
production of this guide

Mr. Edward Schneider

For editing final copy and
for assisting in the super-
vision of the production of
this guide

Mrs. Madeline Hendrix

For preparing bibliographical
material for the guide

Mrs. Ramona Bendin

For creation of the cover
design and other art work

Miss Betty Lavin and the
Typing and Production Staff

For technical production of
the guide

It is expected that the junior high social studies chairmen, reading specialists, and junior high social studies departments of the several schools will implement this material in the social studies program. Teachers using this guide are urged to keep notes on their critical analysis of it. After a suitable trial period, the guide will be evaluated and appropriate action will be taken.

September 1, 1963

John W. Nicoll

Principal of the District

USE OF THE GUIDE

These reading exercises are for the Grade 8 Social Studies program.

The Units are arranged according to chapters in the two texts, Wilder and Ludlom, This is America's Story and Schwartz and O'Connor, Exploring American History.

A reading lesson has been prepared for each chapter in Exploring American History. To correspond with these, a similar unit has been prepared for This is America's Story.

At the conclusion of This is America's Story, you will find a review question that can be used for both texts.

Unit Themes

- Unit I Discovery and Exploration and European Colonies in the New World
- Unit II Colonial Struggle for Independence
- Unit III How Our Nation Is Governed
- Unit IV Growth of the New Nation and the Westward Expansion
- Unit V Civil War and Sectionalism
- Unit VI Rise of Industry and Agriculture
- Unit VII U.S. Becomes a World Leader

Each of these seven units embraces several chapters of each of our two texts. The chart furnished as an appendix gives the details of this breakdown into units.

This series is based on three assumptions:

1. Teachers can not take for granted that pupils in junior high school are fully trained for the reading tasks they will encounter.
2. Secondary school pupils need continuing and sequential developmental reading instruction.
3. The subject area teacher is the one best qualified to implement reading and study skills in the various content areas.

The purpose of this volume is to provide eighth-grade social studies teachers with the material necessary for achieving the dual objectives of providing reading and study skills instruction while developing the facts, attitudes and concepts of social studies.

1. NATURE OF THE MATERIAL: all the pages in this volume are addressed directly to the pupil (except, of course, for these few prefatory remarks), and all can be requisitioned in any quantity desired.
2. ORDERING MATERIALS: Material should be requisitioned through your department chairman, who in turn, will order it from the I.M.C. Order all the material for an entire chapter at one time. Allow two weeks for delivery.
3. FORMAT: This material follows a consistent format. It is arranged by topics, and within each topic, it is arranged

(continued)

according to the two texts: materials relating to the Wilder book for average classes, and the Schwartz-O'Connor book for modified classes. The chapters from Wilder will appear first and the chapter from Schwartz-O'Connor in the second half of each book. Combined questions applicable to both books are placed at the end of Wilder.

UNIT I

Discovery and Exploration

TABLE OF CONTENTS

This Is America's Story - Wilder Chapters

1. (pp. 16 - 35) The Old World Finds
a New World Beyond Its Horizon
2. (pp. 37 - 57) Europeans Learn
More About the New World
3. (pp. 58 - 79) Spain Establishes
a Great Empire
4. (pp. 80 - 99) Englishmen
Establish Vigorous Colonies in
North America
5. (pp. 100 - 119) How Did People
Live in the English Colonies?
6. (pp. 120 - 135) France Gains,
Then Loses a Huge Empire in
North America

Schwartz and O'Connor Exploring American History

Chapter No. and Unit No.

UNIT I

1-13 (pp. 4-62) How Was The New World
Explored and Colonized? Covers period
from Columbus to the establishment of
the New England Colonies

1-8 (6-97) How Did the Colonies Win their
Freedom? Covers the period from the
establishment of the New England Colonies
to the French and Indian Wars.

NOTE: Chapter 6 (pp. 86 - 90) is not
included in Unit I but is included in
Unit II.

SCHWARTZ-O'CONNOR, UNIT 1, CHAPTER 1: EUROPE DISCOVERS THE RICHES OF THE EAST.

WORDS TO LEARN

The Smith family traveled through Palestine (Israel) on their vacation. The guide of their tour was saying, "This land was known as the Holy Land to Christians because Christ lived and died here. Wars broke out between the Christians and the Turks, who believed in Mohammed rather than Christ. These wars were called the Crusades."

Little Irving Smith, after listening to the guide, asked his father what had happened after the Crusades. His father told him how merchants tried to get their products from this plentiful land to Europe cheaply. They had to look for short routes over water and land. The all-water route seemed cheapest, particularly after the invention of the compass and astrolabe. "What's an astrolabe, Daddy?" asked Irving. "An astrolabe is a device that helps a sailor to find out exactly where his ship is," answered Mr. Smith.

Finally, Mr. Smith tired of these questions urged his son to keep quiet. His strong suggestions were accepted and peace returned to the Smith family.

NOTES ON THE READING

AIM: To learn how the people of Europe became interested in the Far East.

1. Why did the Christians of Europe become angry with the Turks?

2. A. What were the Crusades? A. _____
B. Who won them? B. _____
3. List 3 ways in which the Crusades changed the lives of the people of Western Europe.
1. _____
2. _____
3. _____
4. How did Marco Polo's stories increase the desire to trade with the East?

5. What were two dangerous routes for transporting goods from the Far East?
1. _____
2. _____
6. Why did the Italian cities of Venice and Genoa become important?

7. Why did men begin to look for other routes?

8. What does movable type have to do with exploration?

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 1: EUROPE DISCOVERS THE RICHES OF THE EAST.

9. How did the compass
and the astrolabe help
sailors?

10. Why did Prince Henry
start his school?

11. A. What was Vasco da Gama's
voyage?
B. How successful was it?

A.

B.

12. How did Portugal get so
rich?

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 1: EUROPE DISCOVERS THE RICHES OF THE EAST.

VOCABULARY TEST

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

<u>Column I</u>	<u>Column II</u>
A. Holy Land	1. _____ Religious wars
B. Christ	2. _____ Traders
C. Mohammed	3. _____ Strongly suggest
D. Crusades	4. _____ Shows direction
E. merchants	5. _____ Shows location
F. plentiful	6. _____ Palestine
G. route	7. _____ Founder of Christianity
H. astrolabe	8. _____ More than enough
I. urge	9. _____ Founder of Mohammedanism
J. compass	

Arrange the events below in the order in which they took place.

- | | |
|----------|-----------------------------|
| 1. _____ | A. Movable type is invented |
| 2. _____ | B. Crusades begin |
| 3. _____ | C. Da Gamma's travels |
| 4. _____ | D. Marco Polo's travels |
| 5. _____ | E. Turks capture Palestine |

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 2: COLUMBUS FINDS THE NEW WORLD.

WORDS TO LEARN

The superstitious Viking would never sail from his home in Northern Europe without his rabbit's foot. His voyages to the New World long before Columbus, were therefore filled with practical jokes. Many members of his crew tried to convince him that it was possible to make the trip to this splendid and rich new land without the rabbit's foot. It got so bad that members of his fleet gave him the title "Cautious Keven the Viking." They said his slogan ought to be, "Have rabbit's foot, will travel."

NOTES ON THE READING

AIM: To learn how Columbus discovered America.

1. What did Columbus hear about the Vikings?
2. Why did Columbus feel that he could reach the Indies by sailing westward.
3. Why did the King and Queen of Spain agree to give Columbus money and ships?
4. A. What were the names of Columbus' ships?
B. Why wasn't it easy for Columbus to get a crew?
C. Why didn't Columbus take many supplies?
5. A. What three islands did Columbus discover?
B. What else did Columbus find?
6. Why were the king and queen disappointed with Columbus?
7. A. What was the Line of Demarcation?
B. What happened as a result of the line?
8. How many other voyages did Columbus make to the New World and where did he travel?

.....

A. _____

B.

A. _____

B.

A.

.....

B. _____

FORM T 8-11 5-0

SCHWARTZ-O'CONNOR, UNIT 1, CHAPTER 2: COLUMBUS FINDS THE NEW WORLD.

9. Why did Columbus die a
poor and disappointed man?

10. Why was the New World
named America and not
Columbia?

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 2: COLUMBUS FINDS THE NEW WORLD.

VOCABULARY TEST

Column I

Column II

- | | |
|------------------|----------------------------------|
| A. voyage | 1. _____ North and South America |
| B. possible | 2. _____ name |
| C. Viking | 3. _____ belief in spirits |
| D. convinced | 4. _____ group of ships |
| E. superstitious | 5. _____ Norsemen |
| F. fleet | 6. _____ made to believe |
| G. splendid | 7. _____ believable |
| H. title | 8. _____ trip |
| I. New World | 9. _____ magnificent |

Match the reasons for the events with the events themselves.

EVENT

REASON

- | | |
|--|--|
| A. Line of Demarcation is set up | 1. _____ Columbus studies and reads Marco Polo's books |
| B. America is named | 2. _____ Columbus discovers the New World |
| C. Columbus decides world is round | 3. _____ Spain and Portugal argue over Columbus' discovery |
| D. Columbus given title Admiral of the Ocean Sea | 4. _____ Vespucci's letter read by German school teacher |
| E. Columbus is disappointed | 5. _____ Columbus does not discover the riches of the Indies |

SCHWARTZ-G'CONNOR, UNIT I, CHAPTER 3: THE SEARCH FOR RICHES GOES ON.

WORDS TO LEARN

Spanish settlements or colonies in America had many large farms called plantations. One of these settlements on a narrow strip of land joining two larger bodies of land is called the Isthmus of Panama. It connects two continents (North and South America). In South America where the temperature is hot and tropical, there is a strait that connects two oceans. A strait is often confused with an isthmus, but a strait is water connecting oceans and a isthmus is land connecting two continents.

NOTES ON THE READING

AIM: To learn of other Spanish explorers who found new lands while in search of gold.

1. Why did Spanish settlements in America begin to grow?

2. What did the Indians tell Balboa?

3. A. What was Balboa's discovery?
B. Why was it important?
A. _____
B. _____
4. A. Why was Ponce de Leon looking for a magic spring?
B. What did he find instead?
A. _____
B. _____
5. How and where did Ponce de Leon die?

6. What did Magellan try to prove?

7. How did Magellan pass from one ocean to another?

8. What difficulties did Magellan and his crew face on the trip?

9. What two things did Magellan's voyage prove?

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 3: THE SEARCH FOR RICHES GOES ON.

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

<u>Column I</u>	<u>Column II</u>
A. Settlement	1. _____ colony
B. plantation	2. _____ large body of land
C. tropical	3. _____ hot
D. isthmus	4. _____ strip of land connecting land
E. continent	5. _____ water conecting two bodies of water
F. strait	6. _____ farm

In one sentence for each, tell why the following should be remembered. Use your text book (Paragraph numbers provided).

- A. Balboa (2) _____

- B. Ponce de Leon (4) _____

- C. Magellan (7) _____

- D. The Victory (9) _____

- E. The South Sea (3) _____

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 4: THE THIRST FOR GOLD.

WORDS TO LEARN

The spanish conquistadores or conquerers made great fortunes while defeating the Indians. Their wealth was achieved with very little sacrifice on their part. The peoples they ruled or governed were so ignorant that they could not write but used knotted ropes called quipus to record their events. They even thought that turquoise stones (bluish green) were more valuable than gold (yellow). This of course, made the conquistadores even happier, and their rule even more profitable.

NOTES ON READING

AIM: To learn how the Spanish conquered Mexico and Peru.

1. Write 3 descriptive sentences about the Aztecs.
 1. _____
 2. _____
 3. _____
2. Why did Cortez want to defeat the Aztecs?

- 3, 4, 5, 6. State four (4) reasons why Cortez was able to conquer the Aztecs with only 600 men.
 - A. _____
 - B. _____
 - C. _____
 - D. _____
7. What did Cortez do to the land he conquered?

8. Who was Francisco Pizarro and where did he sail?
 - A. _____
 - B. _____
9. Describe the Indians of Peru.

10. A. What did Pizarro do to the Incas?
B. What were the results of Spain's conquest of the Incas?
 - A. _____
 - B. _____

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 4: THE THIRST FOR GOLD.

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I

Column II

- | | |
|-----------------|--------------------------------------|
| A. ruled | 1. _____ method of recording history |
| B. turquoise | 2. _____ made laws for |
| C. conquered | 3. _____ great wealth |
| D. fortune | 4. _____ Spanish conqueror |
| E. sacrifice | 5. _____ blue-green |
| F. conquistador | 6. _____ offering |
| G. quipu | 7. _____ captured |

Spain conquered Mexico and Peru and became the richest country in Europe. Below are a list of reasons. Place the reason under the heading below, under which it belongs.

- A. Indians believed in white gods
- B. Francisco Pizarro
- C. Indians were very ignorant
- D. Cortez
- E. No horses
- F. Indian leader put to death
- G. better fighting equipment
- H. Indians were farmers not fighters

Things that helped Spain conquer
Mexico

Things that helped Spain conquer
Peru

WORDS TO LEARN

The territories in the Southwest have many sun-dried brick huts called adobes. Many villages of these adobes, called pueblos, could be seen throughout the old Spanish empire. Spain ruled the colonies in her empire in the name of her religion but did not always act in a religious way. In many cases she sent expeditions or men on journeys into new lands to kill the natives and bring back new riches. Stretches of land were ruined and about all that was left on these pieces of land were passages to gold and riches for the Spaniards.

AIM: To learn of the exploration of Coronado and DeSoto.

1. Where was Coronado chosen to go? _____
2. Where did Coronado go in 1540 and what did he take with him? _____
3. Give four facts about the Pueblo Indians.
 1. _____
 2. _____
 3. _____
 4. _____
4. What did Coronado's party discover? _____
5. What did he see in Texas and Oklahoma? _____
6. Give 3 ways that these Indians were different from the Pueblo Indians.
 1. _____
 2. _____
 3. _____
7. What other state did Coronado discover? _____
8. Why was Coronado's journey important to Spain? _____
9. A. What was DeSoto looking for? A. _____
 B. Why did the Seminoles attack the Spanish? B. _____
10. What did DeSoto discover? _____
11. A. What was Cabrillo looking for in 1542? A. _____
 B. Why was the voyage of Cabrillo and Terrello important to Spain? B. _____

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 5: THE SPANISH REACH OUR SOUTH AND SOUTHWEST.

12. A. When was the oldest city in America established?
What city was this?
B. What is the second oldest city in America?
- A. _____

B. _____

13. A. Why did Cortez and Pizarro conquer the Indians?
B. What did DeSoto and Coronado do?
C. What did all of these explorers do?
- A. _____

B. _____

C. _____

14. Give 3 reasons why the Spainards were so successful?
1. _____
2. _____
3. _____

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

<u>Column I</u>	<u>Column II</u>
A. expedition	1. _____ village of adobes
B. adobe	2. _____ country's domain
C. pueblo	3. _____ a way through or to
D. territory	4. _____ sun dried brick hut
E. Stretch	5. _____ small piece of land
F. passage	6. _____ exploring party
G. empire	7. _____ large tract of land

Many times men make important discoveries while looking for something else. Below you will find explorers and a list of discoveries. Match the explorer to the discovery only if he found something he was not looking for.

<u>Explorer</u>	<u>Discovery</u>
A. Coronado	1. _____ gold
B. deSoto	2. _____ Northwest Passage
C. Cabrillo	3. _____ Cibola
D. Cortez	4. _____ Grand Canyon
	5. _____ Mexico
	6. _____ Upper California
	7. _____ Mississippi River
	8. _____ Kansas

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 6: LIFE ON THE SPANISH COLONIES.

WORDS TO LEARN

"Did you ever notice how many Spanish words we have in our English language?" asked the teacher.

"What is a viceroy, Irving?"

"No not a cigarette. I'm referring to the king's direct representative."

"Theodore, what is a galleon?"

"No, it is not something that you put in your car. It is a slow-moving cargo ship."

"Alvin, can you tell me what a hacienda is?"

"No, not a nap. It is a cattle ranch."

"Finally, Irving, you must know what a mestizo is."

"You say you just killed one crawling up your leg. No, Irving, not a mosquito, a mestizo, a person who is partly Spanish and partly Indian."

"Oh, I give up!"

AIM: To learn how the Spanish lived in Spanish America.

1. A. Describe the kingdom of New Spain. A. _____
B. Describe the kingdom of Peru. B. _____
2. Why did the viceroy have to be honest? _____
3. What was the only religion permitted in the Spanish settlements? _____
4. A. What was a mission? A. _____
B. How did the missions support themselves? B. _____
5. What was done with the gold and silver mined in the Spanish colonies? _____
6. A. How were the lords of the large estates expected to treat their Indians? A. _____
B. How did they treat them? B. _____
7. What did the Spanish farmer bring to the new world? _____
8. What did the Indians teach the Spaniards? _____

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 6: LIFE IN THE SPANISH COLONIES.

9. Describe a hacienda.

10. What were most of the people living in Spanish America?

11. Who held the most important positions in the colonies?

12. Why were Negro slaves brought to Spanish America?

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

<u>Column I</u>	<u>Column II</u>
A. viceroy	1. _____ large cattle ranch
B. galleon	2. _____ gain
C. hacienda	3. _____ Spanish and Indian
D. mestizo	4. _____ ship
E. profit	5. _____ king's representative
F. siesta	

It is said that one picture is worth 1,000 words. Study the picture on page 26. Below you will find seven statements. If you feel the statement is suggested by the picture place an S before it. If you feel the statement is not suggested by the picture place an N before it.

1. _____ The church set up missions in New Spain.
2. _____ Missions were built like forts.
3. _____ Indians worked in the missions.
4. _____ Indians were taught to weave and sew.
5. _____ The temperature was very warm in this mission.
6. _____ Priests were interested in helping the Indians.
7. _____ Only Catholics were allowed in the Spanish colonies.

WILDER, UNIT I, CHAPTER 1: THE OLD WORLD FINDS A NEW WORLD BEYOND ITS HORIZON.

WORDS TO LEARN

<u>Vocabulary</u>	<u>Social Studies Words</u>	<u>People, Places, Events etc.</u>
p. 18 <u>self-sufficient</u>	<u>manor</u> , <u>serf</u>	"bound to the soil", Middle Ages, Saracens, Islam, Mohammedanism, Arabia, Christianity
p. 19		
p. 20 enthusiasm expedition	kingdom	North Africa, Strait of Gibraltar, Spain, Catholic, Episcopal, Presbyterian, Methodist, Lutheran, Baptist, Palestine (Israel), Mediterranean Sea, Holy Land, Pope, Crusade, Constantinople
p. 21 fragrant luxuries <u>spices</u>	indigo merchant galleys	Venice; Genoa; Atlantic
p.22 ebony communication	"the interior"	Far East, Persia, India, China, Spice Islands, Marco Polo, Asia, Pacific Ocean, Great Kahn, Kanbalu
Words and phrases needed for Marco Polo's diary include: accommodation, province, facility, intermediate, perceived, post-house, superiority, courier		
p. 24 <u>compass</u>	<u>astrolabe</u> equator <u>latitude</u> <u>longitude</u>	Greeks, Romans
p. 25	exploration caravans <u>printing press</u>	Black Sea, Persian Gulf, Red Sea, Arab,
p. 26	<u>monopoly</u> <u>trade route</u>	France, England, Portugal, Spain,
p. 27 venturing <u>navigation</u>		"Prince Henry the Navigator"
p. 28		Cape Verde, Bartholomeu Dias, Cape of Good Hope, Vasco DeGama, Indian Ocean
p. 29 laden		Lisbon

(continued)

continued

WILDER, UNIT I, CHAPTER 1: THE OLD WORLD FINDS A NEW WORLD BEYOND ITS HORIZON,

WORDS TO LEARN

<u>Vocabulary</u>	<u>Social Studies Words</u>	<u>People, Places, Events etc.</u>
p. 30	monarchs	Scandinavia, Vikings, Christopher Columbus; King Ferdinand, Queen Isabella, Santa Maria, Niña, Pinta, Great Sea of Darkness, <u>The Journal of Christopher Columbus</u>
p. 34		San Salvador, Bahama Islands, Cuba, Hispaniola, "the Indies", West Indies

WORDS USED IN CONTEXT

A self-sufficient farm will supply the farmer's family with everything they need. A farmer who has a self-sufficient farm would not need to buy anything in town.

The lord, or ruler of a section, lived in a manor house. It was the biggest, most important house on the manor.

A serf was little more than a slave. He had little freedom and had to answer to the lord of the manor.

In 1999 this century will be over. In the year 2000 when the new century will begin, everyone will look back to the year 1900 and study and remember the past 100 years.

Do you have a compass on your "bike"? With a compass you can always figure out in which direction you are traveling.

An astrolabe was important to sailors. Without an astrolabe sailors could not determine where they are.

Cinnamon, nutmeg, and pepper are spices. Imagine eating Italian food without any spices!

The caravan of trucks was winding slowly down the highway when the driver of Truck Eight started to fall asleep. Truck Nine, right behind him, tried to rouse him by blowing the horn. Soon all sixteen trucks in the caravan were making noise to be sure that the sleepy driver was awake.

When your family takes a trip, who is the driver, and who handles the navigation? It is very important that clear directions are given to a driver, and the navigation of a car is an important job.

The living room rug beneath the Christmas tree was laden with gifts. Grandma arrived and remarked that the living room seemed to be carpeted with pretty packages. She then emptied her arms which were laden with gifts for her big family.

WILDER, UNIT I, CHAPTER 1: THE OLD WORLD FINDS A NEW WORLD BEYOND ITS HORIZON.

VOCABULARY TESTS

Match the words on the left with their correct meanings on the right.

<u>Column I</u>	<u>Column II</u>
1. _____ self-sufficient	a. _____ period of 100 years
2. _____ manor	b. _____ flavorings
3. _____ serf	c. _____ loaded
4. _____ century	d. _____ device to determine direction
5. _____ compass	e. _____ train of vehicles
6. _____ astrolabe	f. _____ instrument used by sailors to determine location
7. _____ spices	g. _____ directing a ship
8. _____ caravan	h. _____ bound servant
9. _____ navigation	i. _____ independent
10. _____ laden	j. _____ estate

NOTES:

WILDER, UNIT I, CHAPTER 1: THE OLD WORLD FINDS A NEW WORLD BEYOND ITS HORIZONS.

From the Survey

I. From the title of Chapter I, The Old World Finds a New World Beyond Its Horizon, we can assume that the chapter deals with:

- A. _____ A monetary exchange between two societies.
- B. _____ Scientific discoveries about the Earth
- C. _____ The problems of sailing uncharted seas
- D. _____ The New World is disappointed with the Old World
- E. _____ The Old World finds many riches in the New World
- F. _____ Exploration produces the discovery of a new world

Mark each answer choice above:

- Det - if too detailed
- Spec - if too specific
- Genl - if too general
- Irrel - if it's irrelevant
- False - if not correct (all or part)
- Best - if it's the best answer

II. A quick, pre-reading of the chapter introduction, the sub-chapter and chapter check-ups, and the pictures, maps, charts and graphs, reveals that this chapter was primarily concerned with:

- A. The welfare of travelers
- B. The study of maps
- C. Exploration and routes of travel
- D. Scientific advances in the world travel

READING FOR CAUSE AND EFFECT

Match the reason (on the left) to its result (on the right).

- A. The astrolabe and the compass
 - 1. _____ created interest in the Far East
 - 2. _____ the discovery of America
 - B. Prince Henry's explorations
 - 3. _____ the spread of knowledge
- (continued)

WILDER, UNIT I, CHAPTER 1: THE OLD WORLD FINDS A NEW WORLD BEYOND ITS HORIZON.

READING FOR CAUSE AND EFFECT

- | | |
|--|--|
| C. The Saracens captured Palestine (The Holy Land) | 4. _____ led to an all-water route to Asia |
| | 5. _____ the First Crusade |
| D. Columbus was seeking a western route | 6. _____ made ocean voyage easier |
| | 7. _____ spices are introduced to Europe |
| E. Marco Polo's journey | |
| F. The Crusades | |
| G. The printing press | |

SCHWARTZ, UNIT I, CHAPTER 1 and 2 (CRUSADES-COLUMBUS)

Names of people become by words. For example, everyone knows who Christopher Columbus was, and his name is used in jokes, stories and conversation. However, we understand these jokes only because we know why Columbus is famous. Below you will find a list of famous names. Tell why each person, place, or thing is famous.

1. The Holy Land _____

2. Marco Polo _____

3. Prince Henry the Navigator _____

4. Crusades _____

(continued)

continued

WILDER, UNIT I, CHAPTER 1: THE OLD WORLD FINDS A NEW WORLD BEYOND ITS HORIZON.

SCHWARTZ, UNIT I, CHAPTER 1 and 2 (CRUSADES-COLUMBUS)

5. Bartholomew Dias _____

6. Vasco Da Gama _____

7. Niña, Pinta, and Santa Maria _____

8. Christopher Columbus _____

9. Mohammed _____

10. San Salvador _____

NOTES:

SS 8

4-11 S
UNIT I 16-35 W

WILDER, UNIT I, CHAPTER 2: EUROPEANS LEARN MORE ABOUT THE NEW WORLD.

WORDS TO LEARN

<u>Vocabulary</u>	<u>Social Studies Words</u>	<u>People, Places, Events etc.</u>
p. 38 oath	mainland expedition	Palos, Spain; Puerto Rico; Jamaica; Caribbean Sea; North America; South America; Central America; John Cabot
p. 39 barrier 40	<u>continent</u>	Balboa, Isthmus of Panama, Ferdinand Magellan, Strait of Magellan, Pacific, Phillipines, Spice Islands, Africa
p. 42 retrace enormous		
p. 43 profitable	trade	Cape Verde Island, Line of Demarcation, England, France, Holland, Verrazano, Northwest Passage, North Carolina, Newfoundland, Cartier, St. Lawrence River, Montreal
p. 44	settlement <u>rapids</u>	Frobisher, Greenland, Frobisher Bay, Champlain, Massachusetts, Quebec, Montreal, Lake Champlain, Lake Huron,
p. 45 mariner	geography <u>strait</u>	Lake Ontario, Henry Hudson, China, Half Moon, Chesapeake Bay,
p. 46 hoisted quantity adrift sought		<u>Discovery</u> , Hudson Bay, Marquette, Joliet, Lake Superior,
p. 47		Lake Michigan, Fox River, Wisconsin River, Mississippi River, Arkansas River, Gulf of Mexico, Illinois River, La Salle

(continued)

continued

WILDER, UNIT I, CHAPTER 2: EUROPEANS LEARN MORE ABOUT THE NEW WORLD

WORDS TO LEARN

<u>Vocabulary</u>	<u>Social Studies Words</u>	<u>People, Places, Events, etc.</u>
p. 48 untimely endure territory		
p. 50 route accurate tremendously huge		Francis I, Maine, Florida
p. 51 rivals		

WORDS USED IN CONTEXT

The man took an oath that he would do his best to succeed. He made this oath or promise before God because he was serious.

The continents of the world are all so large that few people ever get to see more than one or two. Most people from the continent of North America want to visit the continent of Europe.

The greatest barrier to his success was lack of money. He removed this barrier by keeping two jobs.

In order to find the watch he lost, Bill decided to retrace his steps. He went back to the gym, the auditorium and the cafeteria. Finally in room 239, he retraced his movements and found the watch on the blackboard ledge where he left it.

Down at the dock I saw an interesting mariner. The old sailor was wearing a jaunty cap and an old blue jacket. His love for the sea and for his small boat was so obvious that I immediately knew he was a mariner in love with his trade.

On his trip to Europe Joe passed through the Strait of Gibraltar. He marvelled at this narrow waterway that separated Europe and Africa. He was interested when the captain explained that all straits are narrow waterways which separated areas of land.

The workmen hoisted the piano above the sidewalk. Lifting such a heavy item was a hard job. Finally with the aid of a pulley they hoisted the instrument to the eighteenth floor where it was delivered.

WILDER, UNIT I, CHAPTER 2: EUROPEANS LEARN MORE ABOUT THE NEW WORLD.

VOCABULARY TESTS

In the space provided, use each of the following words in a meaningful sentence. Your sentence should show that you know and understand the meaning of the word.

oath _____

continent _____

barrier _____

retrace _____

mariner _____

strait _____

hoisted _____

From the Survey.

Glancing through the chapter, looking at the pictures, maps, charts, headings etc., you can see that this chapter deals with all of the following except:

- A. the Northwest Passage
- B. ocean voyages of explorers
- C. colonization of the New World
- D. circumnavigation of the globe
- E. exploration of the New World

(continued)

WILDER, UNIT I, CHAPTER 2: EUROPEANS LEARN MORE ABOUT THE NEW WORLD.

From the title of Chapter 2, Europeans Learn More About the New World, we can assume that the chapter deals with:

- A. _____ Lives of American Indians
- B. _____ Europeans colonization of the New World
- C. _____ Knowledge about the New World obtained by explorers
- D. _____ Discovery of the Mississippi River
- E. _____ Finding the Northwest Passage

Mark each answer choice above:

Det - if too detailed

Spec - if too specific

Genl - if too general

Irrel - if it's irrelevant

False - if not correct (all or part)

Best - if it's the best answer

From your Reading:

I. On an outline map of North America fill in all the rivers, lakes, places, etc. that were discovered and/or explored by the following people.

- a. John Cabot _____
- b. Christopher Columbus _____
- c. Jacques Cartier _____
- d. Samuel de Champlain _____
- e. Henry Hudson _____
- f. Fr. Jacques Marquette _____
- g. Louis Joliet _____
- h. La Salle _____

II. In addition, next to the name of each, write in their discoveries.

(continued)

WILDER, UNIT 1, CHAPTER 2: EUROPEANS LEARN MORE ABOUT THE NEW WORLD.

An outline map of North America -- Just an outline -- no rivers etc.



SS 8

UNIT 37-55 W
-27-

WILDER, UNIT I, CHAPTER 2: EUROPEANS LEARN MORE ABOUT THE NEW WORLD.

SCHWARTZ-O'CONNOR, UNIT I, CHAPTERS 7 and 8: THE FRENCH JOIN THE SEARCH FOR A SHORTER ROUTE and THE ENGLISH LOOK TOWARD THE NEW WORLD.

Match the explorer on the left with his discovery or exploration on the right.

- | | |
|--------------|--|
| a. Verrazano | 1. _____ explored Mississippi |
| b. Cartier | 2. _____ French explorer - 1524 |
| c. Champlain | 3. _____ discoverer of America |
| d. Hudson | 4. _____ founded Quebec |
| e. Joliet | 5. _____ priest who explored the Mississippi |
| f. Cabot | 6. _____ found mouth of river |
| g. Magellan | 7. _____ explored for the Dutch |
| h. La Salle | 8. _____ first to circle the globe |
| i. Columbus | 9. _____ first explorer for England |
| j. Marquette | 10. _____ explored the St. Lawrence River |

NOTES:

WILDER, UNIT I, CHAPTER 3: SPAIN ESTABLISHED A GREAT EMPIRE.

WORDS TO LEARN

<u>Vocabulary</u>	<u>Social Studies Words</u>	<u>People, Places, Events, etc.</u>
p. 59 adventurous convert heathen <u>caballero</u> <u>conquistadores</u>		Spainards, Balboa, Cortés, Pizarro
p. 60 abundance shrewd		Pacific, Peru, Isthmus of Panama
p. 61 expedition jovial subdue	treason summit	Aztecs, Veracruz, {Moctezuma} {Montezuma}
p. 62		Tenochtitlon
p. 63 alighted		
p. 64 valiant persistance civilized endure reason	irrigate pottery	Incas, Andes Mountains, Caxmarca, Atahualpa
p. 65 interpreter eager violent		Lima
p. 66 assassinate expedition weary		Ponce de Leon, Cabeza de Vaca, Texas, Francisco Caronado
p. 67 produce mulberries uninhibited realm	region products rivulets springs grude colonize empire merchant	Spain, Herando de Soto, Mississippi River, France, Brazil, Portugal, Venezuela, Catholic
p. 68 pronunciations formal permit vessels	official viceroy	New Spain

(continued)

WILDER, UNIT I, CHAPTER 3: SPAIN ESTABLISHED A GREAT EMPIRE.

WORDS TO LEARN

<u>Vocabulary</u>	<u>Social Studies Words</u>	<u>People, Places, Events, etc.</u>
p. 71 mistreat mission		
p. 72 plaza Cathedral representative archbishop	capital	
p. 73 solemn procession elegant luxury laborer craftsmen	<u>mestizo</u> <u>hacienda</u>	University of Mexico, <u>Creoles</u>
p. 74 courtyard enclosure courageous severe	herd <u>peon</u>	Line of Demarcation
p. 75 resent scornfully lessen		
p. 76 merchandise boldly illegal plundered booty raiders capable prey	territory pirate	Negro, Dutch, Queen Elizabeth I, " <u>sea dogs</u> ", Francis Drake
p. 77 seized furious endure	knight	" <u>Golden Hind</u> ", South Sea, Philip of Spain
p. 78 expedition unconquerable fleet launched raged pursuit fierce		English Channel

(continued)

WILDER, UNIT I, CHAPTER 3: SPAIN ESTABLISHES A GREAT EMPIRE.

WORDS TO LEARN

Vocabulary

Social Studies Words

People, Places, Events, etc.

p. 78 gale
swamped
decline
interference

WORDS USED IN CONTEXT

Sam changed his religion. He is a convert. When Sam studied his new religion, he decided to convert and give up his old beliefs.

The Spaniards were religious people. They did not like to see any heathens. They wanted to convert all the Indians and any other heathens who did not believe in God.

The explorers beheld an abundance of wealth. They had never seen so many riches. The abundance of gold and silver startled them.

The teacher was shrewd. She did not say much, but she watched and waited. When the student tried to lie to her, the shrewd teacher was ready for him!

Benedict Arnold is famous for his treason. This man who betrayed his own country and turned against his nation was never tried or found guilty of treason. He escaped to England.

The students were jovial. It was the last day of the school year and they were having a good time. Even the teacher joined in the jovial atmosphere.

The viceroy could not go to the meeting so he sent his representative, Juan. At the meeting Juan, having all the powers of the viceroy, handled the problems well. Then the representative went back to the viceroy to report.

It was a solemn occasion. Everyone was quiet, attentive and respectful. Suddenly, a small boy wandered in and giggled. He thought the solemn, sober expression of the men were funny.

The severe storm was dangerous. The wind was so strong that trees fell. The people had never seen such a severe wind in that area.

Billy wanted a dog. His persistence in asking his father realized that his son really wanted the pet, because he was usually not so annoying. Billy's persistence paid off.

Henry could not endure the waiting any longer. He finally searched the house to find his Christmas present. His mother had it well hidden. Henry's inquisitive spirit would just have to endure until Christmas. He had no chance.

(continued)

WILDER, UNIT I, CHAPTER 3: SPAIN ESTABLISHES A GREAT EMPIRE.

WORDS USED IN CONTEXT

The policeman tried but could not subdue the crowd. They were really getting out of hand, shouting and pushing. Finally, several more policemen arrived, and together they were able to subdue the group.

The vultures were circling over the sick calves ready to prey on them. Vultures always feed on the dead or injured; they are birds of prey.

The farmers welcomed the evening breeze but were sorry when it turned into a gale. The wind raged and tore at trees and crops. After the gale was over, the farmers had a great deal of cleaning up to do.

The man alighted from the bus and as he stepped down he twisted his ankle. He had to call a taxi because he could not walk. By the time he arrived home, his foot was so swollen that he could not alight from the cab without help.

NOTES:

WILDER, UNIT I, CHAPTER 3: SPAIN ESTABLISHES A GREAT EMPIRE.

VOCABULARY TESTS

Match:

<u>Column I</u>	<u>Column II</u>
1. _____ convert	a. harsh
2. _____ heathen	b. step down
3. _____ abundance	c. one who changes his religion
4. _____ shrewd	d. injure; hunt or kill for food
5. _____ treason	e. strong wind
6. _____ jovial	f. tolerate; last
7. _____ subdue	g. clever
8. _____ alight	h. quiet
9. _____ persistence	i. continuing firmly
10. _____ endure	j. person who does not believe in God
11. _____ representative	k. lighthearted; happy
12. _____ solemn	l. betraying your country
13. _____ severe	m. a great deal
14. _____ prey	n. serious
15. _____ gale	o. person appointed to speak for others

QUESTIONS ON THE CHAPTER

From the Survey

From the title of Chapter 3, Spain Establishes a Great Empire, we can assume that the chapter deals with:

- A. _____ Spain's colonization of the New World
- B. _____ The trips of Spanish explorers
- C. _____ The conquest of Peru
- D. _____ The Spaniards and the Indians

(continued)

WILDER, UNIT 1, CHAPTER 3: SPAIN ESTABLISHES A GREAT EMPIRE.

QUESTIONS ON THE CHAPTER

- E. _____ Spain's wars with England
F. _____ Spain emerges as a world power
G. _____ Spain establishes a larger colony

Mark each answer choice above:

- Det - if too detailed
Spec - if too specific
Genl - if too general
Irrel - if it's irrelevant
False - if not correct (all or in part)
Best - if it's the best answer

A quick, pre-reading of the chapter introduction, the sub-chapter and chapter check-ups, and the pictures, maps, charts and graphs, reveals that this chapter did not deal with:

- A. Balboa's discovery of the Pacific Ocean
B. The life of Herando Cortes
C. Conquest of Mexico
D. Life in Spanish America
E. Indian America

In chapter three, many names, places and events are mentioned. Below you will find a list of events, places and achievements. In the space provided place the letter that corresponds to the name of the person associated with the event. You may use a name more than once.

- | | | |
|-----------|------------------|----------------|
| a. Balboa | b. Pizarro | c. Elizabeth I |
| d. Cortes | e. Francis Drake | f. Moctezuma |

1. _____ Defeated the "Invincible Armada"
2. _____ Discovered the Pacific Ocean
3. _____ Conqueror of Peru
4. _____ Leader of the English people

(continued)

WILDER, UNIT I, CHAPTER 3: SPAIN ESTABLISHES A GREAT EMPIRE.

QUESTIONS ON THE CHAPTER

5. _____ "Sea Dog"
6. _____ Conqueror of Mexico
7. _____ Leader of the Aztecs
8. _____ Burned his own ships
9. _____ Crossed the Isthmus of Panama with Balboa
10. _____ Came from Cuba

SCHWARTZ CHAPTERS 3-6. (SPANISH IN THE NEW WORLD)

Briefly identify each of 10 of the following items. Tell the importance of each.

- A. Balboa _____

- B. Ponce de Leon _____

- C. Magellan _____

- D. Cortes _____

- E. Coronado _____

(continued)

SS 8

UNIT I 58-79 W
12-29 S

WILDER, UNIT I, CHAPTER 3: SPAIN ESTABLISHES A GREAT EMPIRE.

SCHWARTZ CHAPTERS 3-6. (SPANISH IN THE NEW WORLD)

F. Cabrillo _____

G. De Soto _____

H. Montezuma (Moctezuma) _____

I. Pizarro _____

J. Incas _____

K. Pueblo _____

L. Conquistador _____

M. South Sea _____

WILDER, UNIT I, CHAPTER 4: ENGLISHMAN ESTABLISH VIGOROUS COLONIES IN NORTH AMERICA.

WORDS TO LEARN

<u>Vocabulary</u>	<u>Social Studies Words</u>	<u>People, Places, Events, etc.</u>
p. 81	colonist	Spanish Armada
p. 82 harshly	freedom <u>religious freedom</u>	Church of England, Episcopal Church
p. 83 restriction devout organization founding	colony	King James I, Charles I
p. 84 voyage	region <u>charter</u> nobles <u>trading company</u> <u>proprietors</u>	Portuguese
p. 85 bargain transport seized founded expedition	<u>indentured servant</u>	Sir Walter Raleigh, North Carolina, Virginia, Roanoke, Jamestown, Chesapeake Bay
p. 86 hostile defenses violent		London Company, James River, Jamestown, John Smith, John Rolfe, <u>House of</u> <u>Burgesses</u>
p. 88 humble persecuted wanderer	<u>representative</u> <u>government</u>	House of Burgesses, New England Colonies, Southern Colonies, Middle Colonies, Massachusetts, Leyden, Separatists, Pilgrim
p. 90 venture fierce <u>charter</u> location agreement bleak	representatives assembly self-government	Plymouth, England; Mayflower, Mayflower Compact, Plymouth
p. 91 discomforts succor multitude perished worship purify		Gov. William Bradford, Puritans, Massachusetts Bay Colony

(continued)

WILDER, UNIT I, CHAPTER 4: ENGLISHMAN ESTABLISH VIGOROUS COLONIES IN NORTH AMERICA.

WORDS TO LEARN

<u>Vocabulary</u>	<u>Social Studies Words</u>	<u>People, Places Events, etc.</u>
p. 92 vessels severly courageous unite strict criticize <u>tolerance</u>		Boston, John Winthrop, Thirteen Colonies, Rhode Island
p. 93 worship pastor	region	Roger Williams, Narragansett Bay, Providence, Connecticut, New Hampshire, Thomas Hooker, Connecticut River, Hartford, Windsor, Wethersfield, New Haven
p. 94 parcel refuge profit	tracts nobles proprietary colonies	Maryland, Potomac River, St. Mary's, Lord Baltimore, Baltimore, Toleration Act
p. 95 anxious trifling permission	fertile climate slave settlement plantation	Carloinas, Charles II, Carolus, Charleston, North Carolina, South Carolina, Negro, James Oglethorpe, Spanish Florida, Savannah, Georgia, George II, British Isles, New York, Hudson River, Dutch, Henry Hudson, Holland
p. 96 landlord prosperous	<u>patroons</u>	New Amsterdam, Manhattan, Hudson River Valley, Fort Orange, Albany, New Nether- land, Delaware River, Sweden, New York, New Jersey, New England, Peter Stuyvesant
p. 97 surrender possession anxious	territory settlements capital	Duke of York, Pennsylvania, Quakers, William Penn, Pennsylvania, Philadelphia, Germans, Pennsylvania Dutch,
p. 98	coastline	Delaware

WILDER, UNIT I, CHAPTER 4: ENGLISHMAN ESTABLISH VIGOROUS COLONIES IN NORTH AMERICA.

WORDS USED IN CONTEXT

John's father said he could go on the hike with his friends. However, there was one restriction. The boy was not allowed to take his expensive new radio. This restriction did not keep John from having a good time.

The old proprietor of the store chased the boys from the window at the candy counter. He did not like their leaving fingerprints on the glass. The children hoped that before long the old owner would retire, and the store would have a more understanding proprietor.

Mrs. Jones went shopping in search of a bargain. She saw an Egyptian coffee urn which was reduced from \$50 to \$10. It was a wonderful buy. However, she realized that it was not really a bargain to her because she couldn't use it.

New York has an invigorating climate. The weather ranges from very hot to very cold. The changes in season make the climate interesting.

Everyone liked the prosperous farmer. His hard work had made his farm the best in the county. He was friendly and shared his good fortune with his neighbors. The prosperous land he owned was in good hands.

Washington, D. C. is the capital of the United States. It is there that our laws are made and records are kept. A visit to our national capital is an interesting trip.

The landlord collected the rent from the tenants every month. He went to the door of each apartment and collected the money. He was a greedy landlord and he did not trust anyone else to collect the rent.

The Smith family's car was their proudest possession. Everyone took pride in the ownership of the automobile. This was one family possession in which everyone took an interest.

Many new settlers were courageous people. They met hardships bravely and they faced many dangers. Courageous men and women are responsible for the growth of our country.

Tolerance is necessary. We must learn to accept and understand people who are not exactly like us. Tolerance for others helps us to understand them.

Many settlers came to the New World to seek refuge. They were running from bad governments, poverty, and lack of understanding. The wilderness of America provided a refuge for them.

Many people have been persecuted because of their beliefs. They have had to flee in order to live happy and safely. Persecuted people have settled many new places.

(continued)

WILDER, UNIT I, CHAPTER 4: ENGLISHMAN ESTABLISH VIGOROUS COLONIES IN NORTH AMERICA.

WORDS USED IN CONTEXT

In America we have the right of assembly. We can get together any time and discuss plans or ideas. Groups of any size can meet. In many countries an assembly is illegal.

It was a bleak day. Everything seemed dark and gray. As Jimmy looked out the window at the rain, he felt as bleak as the weather.

The government of the U.S.A. is a representative government. We elect people to run the country for us. They represent us because we cannot all spend our time making laws. A representative government should carry out the will of the people.

An indentured servant relied on his master. His master taught him a trade, fed him, clothed him and if he was kind, the indentured servant had a pleasant life. After a while an indentured servant was free. Most were happy to have their freedom so they could live as they wished.

Many early settlers suffered violent deaths. Indian attacks, illness, accidents, wild animals and cold weather all contributed to the violent way of life with which the early settlers were acquainted.

The settlers needed many kinds of defenses. They needed weapons to fight unfriendly Indians, good food and fuel to fight the hardships of the wilderness, and most of all they needed a strong spirit to continue living in the wilderness. Of all their defenses, their strong spirit was the most important.

The man with the gun seized the woman's purse and emptied it. The incident was reported to the police who went to work immediately. In two hours the police seized the bandit and the money was returned.

The new settlers were afraid of hostile Indians. However, they knew that they must be calm and act friendly toward the natives. If they showed the Indians that they did not trust them, the Indians might be insulted and become hostile because they were angry.

NOTES:

WILDER, UNIT I, CHAPTER 4: ENGLISHMAN ESTABLISH VIGOROUS COLONIES IN NORTH AMERICA.

VOCABULARY TEST

- | | |
|-------------------------------------|---|
| 1. _____ climate | a. barve |
| 2. _____ prosperous | b. government where the people have representatives |
| 3. _____ capital | c. means of protecting |
| 4. _____ landlord | d. dreary |
| 5. _____ possession | e. shelter or protection |
| 6. _____ courageous | f. general condition of the weather |
| 7. _____ tolerance | g. group meeting |
| 8. _____ refuge | h. worker who has a contract which limits his freedom |
| 9. _____ persecuted | i. owner |
| 10. _____ assembly | j. willingness to be patient with others |
| 11. _____ bleak | k. something owned |
| 12. _____ representative government | l. rough force |
| 13. _____ indentured servant | m. rule |
| 14. _____ violent | n. owner who rents his property |
| 15. _____ defenses | o. take hold of suddenly |
| 16. _____ seized | p. price below the real value |
| 17. _____ hostile | q. treated badly |
| 18. _____ restriction | r. unfriendly |
| 19. _____ proprietor | s. successful |
| 20. _____ bargain | t. city where the government is located |

WILDER, UNIT I, CHAPTER 4: ENGLISHMAN ESTABLISH VIGOROUS COLONIES IN NORTH AMERICA.

QUESTIONS ON THE CHAPTER

From the Survey

From the title of Chapter 4, ENGLISHMAN ESTABLISH VIGOROUS COLONIES IN NORTH AMERICA, we can assume the chapter deals with:

- A. _____ The beginning of trade with England
- B. _____ Massachusetts becomes a vigorous colony in North America
- C. _____ Strong men in a New World
- D. _____ Formation of new colonies
- E. _____ The establishment of democratic government

Mark each answer choice above:

Det - if too detailed

Spec - if too specific

Genl - if too general

Irrel - if it's irrelevant

False - if not correct (all or part)

Best - if it's the best answer

Below there is a list of ten items. A pre-reading of the chapter, with attention to maps, charts, etc. will reveal whether or not the statements are correct. Place a C before the statements which are correct and an I before those statements which are incorrect.

- A. _____ New Netherland was founded by the Dutch
- B. _____ James Ogelthorpe founded Rhode Island
- C. _____ Sir Walter Raleigh established a colony which was successful
- D. _____ New Netherland became New York and New Jersey
- E. _____ John Smith was the leader of the settlement at Jamestown

(continued)

WILDER, UNIT I, CHAPTER 4: ENGLISHMAN ESTABLISH VIGOROUS COLONIES IN NORTH AMERICA.

QUESTIONS ON THE CHAPTER

- F. _____ People came to America to seek religious freedom
- G. _____ John Smith was an adventurer in Europe as well as America
- H. _____ John Winthrop helped found the colony of Massachusetts
- I. _____ No poor people came to the New World
- J. _____ English colonies were founded all along the Atlantic seaboard

NOTES:

Below is a chart concerning the thirteen original colonies. Fill in the missing information. Use your textbook as a guide. In some cases the information is not supplied or does not exist. In these cases leave the space blank.

Colony	Original Name	Founder	Reason for Colonization	Date of Founding	Type of people that settled there
Massachusetts					
New Hampshire					
Rhode Island					
Connecticut					
New York					
New Jersey					
Pennsylvania					
Maryland					
Virginia					
North Carolina					
South Carolina					
Georgia					
Delaware					

QUESTIONS ON THE CHAPTER

WILDER, UNIT I, CHAPTER 4: ENGLISHMAN ESTABLISH VIGOROUS COLONIES IN NORTH AMERICA.

SCHWARTZ-O'CONNOR, CHAPTER 9-13 (ENGLISH COLONIES)

Match the famous people or places with the song title that best describes them.

- | | |
|-------------------------|---|
| a. Philadelphia | 1. _____ In the Blue Ridge Mountains of Virgin' |
| b. Sir Walter Raleigh | 2. _____ Crusing Down the River |
| c. John Smith | 3. _____ Indian Love Call |
| d. Peter Minuit | 4. _____ Georgia on My Mind |
| e. Pilgrims | 5. _____ We Gather Together |
| f. Henry Hudson | 6. _____ Mississippi Mud |
| g. William Penn | 7. _____ Pennsylvania Polka |
| h. Peter Stuyvesant | 8. _____ Around the World |
| i. James Ogelthorpe | 9. _____ Love Thy Neighbor |
| j. Roger Williams | 10. _____ I Surrender Dear |
| k. Magellen | 11. _____ Poor Little Rhode Island |
| l. Marquette and Joliet | 12. _____ I'll take Manhattan |

NOTES:

WILDER, UNIT I, CHAPTER 5: HOW DID PEOPLE LIVE IN THE ENGLISH COLONIES?

WORDS TO LEARN

	<u>Vocabulary</u>	<u>Social Studies Words</u>	<u>People, Places, Events, etc.</u>
p. 101		geographical conditions temperature rainfall soil tribesman colonists coast	Eskimos, Arctic, Africa, Thirteen Colonies, Atlantic, Southern Colonies, Northern Colonies
p. 102	immense utensils fowl	harbors trade transport region <u>apprentices</u> colonial	New England, Europe, West Indies
p. 105	conscientious righteousness boisterous congregation sermon		Puritans
p. 106	jeer	<u>pillary</u> <u>ducking stool</u> <u>stocks</u>	Roger Williams, Rhode Island, Massachusetts
p. 108	primer switched minister sermon <u>almanac</u>		hornbook, John Harvard, Harvard College
p. 109	task	fertile <u>plantation</u> climate <u>indigo</u> indentured servant slave	
p. 110	Vocabulary needed for understanding the diary of a plantation owner's daughter: sawyers, coopers, curriers, dwelling, harrow, hogsheads, consumption, coarse, texture, steward, superintend.		

(continued)

WILDER, UNIT I, CHAPTER 5: HOW DID PEOPLE LIVE IN THE ENGLISH COLONIES?

WORDS TO LEARN

p. 110	dwelt wharf discomfort elegant stern somber	commerce merchant	England; Charleston, South Carolina; Savannah, Georgia
p. 112	misdeeds	manufacturing seaport estate	College of William and Mary, Church of England, Massachu- setts, Middle Colonies, New York, Hudson River, Phila- delphia, Delaware River, Ireland, Quakers, Catholics, Pennsylvania, Christians, Germans, Scotch-Irish, French, Irish, Scots, Swedes, Dutch
p. 114	lurked labor shelter wits interference	<u>frontier</u> region communities routes inland <u>pioneer</u>	Connecticut River, Susque- hanna River, Potomac, Shenandoah River
p. 116	pounce keen fortified refuge	settlement <u>stockade</u> <u>blockhouse</u>	Valley of Virginia, Blue Ridge Mountains, Allegheny Mountains, American Revolu- tion, Mississippi River, Canada, Ohio River
p. 117	diameter	<u>lugpole</u> <u>punchoon</u> <u>homespun</u>	Pennsylvanian, New Yorker, Virginian

WORDS USED IN CONTEXT

Your mother uses many utensils in the kitchen. She makes use of knives, spoons, an egg beater, etc. These utensils are important to a housewife.

Chicken, turkey, and duck are all kinds of fowl. Many people enjoy eating fowl.

Jimmy was a conscientious boy. He always listened and tried hard to do the right thing. Everything he attempted he tried to do well. Like most conscientious people, he became a success.

(continued)

WILDER, UNIT I, CHAPTER 5: HOW DID PEOPLE LIVE IN THE ENGLISH COLONIES?

WORDS USED IN CONTEXT

The students began to jeer at the opposing football team. Ordinarily, they were good sports, but they began to jeer when someone on the other team started to annoy their players.

The commerce between the two companies was increasing. As business improved, they started to trade more and more. The commerce brought a great deal of money to both companies.

The atmosphere that day was very somber. Everyone was sad and quiet. The somber attitude disappeared when the good news was brought to the group.

The teacher would tolerate no interference from the noise in the halls. She went to the door, quieted the students out there and continued the lesson. There was no more interference of any kind that day.

The people started a new settlement in the valley. They built homes, cleared fields, and had a meeting to plan a way of running the town. They wanted the settlement to be a successful one.

The robber lurked in the doorway. He remained there quietly waiting for someone to come along. Little did he know that across the street, a policeman lurked in the darkness, watching him.

The students in the hall became too boisterous. The teacher told them to quiet down and the boisterous students behaved.

NOTES:

WILDER, UNIT I, CHAPTER 5: HOW DID PEOPLE LIVE IN THE ENGLISH COLONIES?

VOCABULARY TEST

- | | |
|------------------------|---------------------------------------|
| 1. _____ utensils | a. trade |
| 2. _____ fowl | b. noisily, cheerful |
| 3. _____ conscientious | c. stay about with arousing attention |
| 4. _____ commerce | d. birds |
| 5. _____ jeer | e. rude, sarcastic comment |
| 6. _____ boisterous | f. colony |
| 7. _____ somber | g. tools |
| 8. _____ interference | h. obstruct the action of someone |
| 9. _____ lurked | i. dark, gloomy |
| 10. _____ settlement | j. careful to do what is right |

I. From the Survey

From the title of Chapter 5, HOW DID PEOPLE LIVE IN THE ENGLISH COLONIES? we can assume that the chapter deals with:

- A. _____ A colonial home
- B. _____ The plantations of the South
- C. _____ Laws in New England
- D. _____ Life in the English Colonies
- E. _____ A colonial farm
- F. _____ Life along river banks

Mark each answer choice above:

- Det - if too detailed
- Spec - if too specific
- Genl - if too general
- Irrel - if it's irrelevant
- False - if not correct
- Best - if it's the best answer

(continued)

WILDER, UNIT I, CHAPTER 5: HOW DID PEOPLE LIVE IN THE ENGLISH COLONIES?

From the Survey

A quick pre-reading of the chapter, introduction, the sub-chapter and chapter check-ups, and the pictures, maps, charts, and graphs, reveals that this chapter did not deal with:

- A. _____ Frontier furniture
- B. _____ Trade in the colonies
- C. _____ Early education in the colonies
- D. _____ Fighting with the Indians
- E. _____ Colonial farm implements

II. As you read this chapter you will see that the New England Colonies differed greatly from the Southern Colonies, while the Middle Colonies were a combination of the two. Using your books, list the differences in the areas listed below.

A. Geographic Conditions

New England -

South -

B. Ways of Making a Living

New England -

South -

(continued)

WILDER, UNIT I, CHAPTER 5: HOW DID PEOPLE LIVE IN THE ENGLISH COLONIES?

From the Survey

C. Colonial Home

New England -

South -

D. Religion and Religious practices

New England -

South -

E. Education

New England -

South -

F. Farming and farm labor

New England -

South -

(continued)

WILDER UNIT I, CHAPTER 5: HOW DID PEOPLE LIVE IN THE ENGLISH COLONIES?

From the Survey

G. Occupations

New England -

South -

NOTES:

WILDER, UNIT I, CHAPTER 5: HOW DID PEOPLE LIVE IN THE ENGLISH COLONIES?

SCHWARTZ-O'CONNOR, UNIT I, CHAPTERS 1-5 (LIFE IN THE COLONIES)

Below is a list of true statements about the colonies. Label each statement

A - if it is true of the New England Colonies

B - if it is true of the Middle Colonies

C - if it is true of the Southern Colonies

Some statements may be true of more than one area.

1. _____ Geographical conditions contribute to the characteristics of the area
2. _____ Tobacco was a major crop
3. _____ Religious freedom existed
4. _____ Most people were farmers
5. _____ Plantations developed
6. _____ Public schools started in 1647
7. _____ Colonies which were a mixture of many things
8. _____ Quakers
9. _____ Severe punishment of crime
10. _____ Slavery

WILDER, UNIT I, CHAPTER 6: FRANCE GAINS, THEN LOSES A HUGE EMPIRE IN NORTH AMERICA.

WORDS TO LEARN

	<u>Vocabulary</u>	<u>Social Studies Words</u>	<u>People, Places, Events, etc.</u>
p. 121	prosperous immense amid vast	settlement colony territory population interior bluffs fur trading exploring	Spain, England, French, France, New France, Canada, Mississippi, Gulf of Mexico, Atlantic coast, St. Law- rence, Quebec, Montreal, Jamestown, Great Lakes
p. 122	permanently appointed profit profitable missionary	governor estates serfs	Catholic Church, Europe, Middle Ages, Christianity, Spaniards, Father Marquette, Joliet
p. 123	crude torture courageous unceasingly customs shrine descendants	<u>province</u>	
p. 124	ambitious absolute prosperity endanger	mother country legislature	King Louis XIV, British Isles
p. 125	terrified	allies region	Hurons, Algonquin, Iroquois, Champlain
p. 126	raid grieved		King William's War; Queen Anne's War; King George's War; Deerfield, Massachusetts; Louisberg; Cape Breton Island; Acadia; Nova Scotia; Newfoundland; Ohio Valley; French and Indian War

(continued)

WILDER, UNIT I, CHAPTER 6: FRANCE GAINS, THEN LOSES A HUGE EMPIRE IN NORTH AMERICA.

WORDS TO LEARN

	<u>Vocabulary</u>	<u>Social Studies Words</u>	<u>People, Places, Events, etc.</u>
p. 127	disputed heed	seaboard grant expedition commander	Ohio Land Company, Allegheny River, Ohio River, Lake Erie, George Washington, Virginia, Fort Duquesne, General Broddock
p. 128	formidable overconfidence	commander-in-chief militia	William Pitt
p. 129	vigorous surrender gallant bombarding toiled	frontier industry fleet	Pittsburgh, General James Wolfe, General Louis Montcalm
p. 130	undefended hoisted humiliating possessions		North America, Peace of Paris, New Orleans, Florida, West Indies

WORDS USED IN CONTEXT

The children liked to see the immense redwood trees. They marvelled at the huge trees, wider than a truck or a road. The immense trees took centuries to grow.

To see a carnation amid the roses was a lovely sight. They wondered if someone had planted the carnation there or whether the wind had blown a seed amid the roses.

The boys sold magazines all summer, hoping to make a profit. They wanted to use the money they made to buy a motor bike. However, the profits were not enough to cover the cost.

The population of the United States is growing constantly. Every day the number of people living in this country increases. The growing population is a problem in some areas.

Colonial furniture was crude. There were rough edges on the furniture and in some cases the bark was not removed. Colonial furniture was useful but crude and rough.

(continued)

WILDER, UNIT I, CHAPTER 6: FRANCE GAINS, THEN LOSES A HUGE EMPIRE IN NORTH AMERICA.

WORDS USED IN CONTEXT

The student raised his hand and disputed the issue. He was very respectful but he explained that he disagreed and thought that the teacher's statement was incorrect. The teacher copied the disputed question and said she would look it up in the library.

The boy did not heed his father's warning. He went to the beach and stayed in the sun for four hours. He got a terrible sunburn. He was sorry that he had not heeded his father's advice.

Reading 200 pages in one night was a formidable task. The scholar found the idea revolting. However, he stayed up all night and the next day gave the professor a formidable look.

The little boy was trying to be gallant. However, he could not lift the injured St. Bernard. A man stopped his car and helped the gallant little fellow.

The farmer toiled in the fields all day planting seeds. Late that night a terrible storm hit his farm. He had toiled for nothing.

The men hoisted the trunks on board the ship. They cleared the dock. As soon as they hoisted the flag, they would be on their way

NOTES:

WILDER, UNIT I, CHAPTER 6: FRANCE GAINS, THEN LOSES A HUGE EMPIRE IN NORTH AMERICA.

VOCABULARY TEST

- | | |
|---------------------|---------------------|
| 1. _____ immense | a. argued |
| 2. _____ amid | b. gain |
| 3. _____ profit | c. in the middle of |
| 4. _____ population | d. lifted |
| 5. _____ crude | e. hard to overcome |
| 6. _____ disputed | f. rough |
| 7. _____ heed | g. huge |
| 8. _____ formidable | h. brave; daring |
| 9. _____ gallant | i. listen to |
| 10. _____ toiled | j. number of people |
| 11. _____ hoisted | k. worked |

QUESTIONS ON THE CHAPTER

From the Survey

I. From the title of Chapter 6, FRANCE GAINS, THEN LOSES A HUGE EMPIRE IN NORTH AMERICA, we can assume that the chapter deals with:

- A. _____ Wars over Colonial territory
- B. _____ The settlement of French Colonies
- C. _____ English drive French from Canada
- D. _____ France's struggle to keep its colonies
- E. _____ France's surrender to Spain
- F. _____ The settlement of French Colonies, their development and loss

(continued)

WILDER, UNIT I, CHAPTER 6: FRANCE GAINS, THEN LOSES A HUGE EMPIRE IN NORTH AMERICA.

QUESTIONS ON THE CHAPTER

- Det - if too detailed
Spec - if too specific
Genl - if too general
Irrel - if its irrelevant
False - if not correct
Best - if it's the best answer

II. A quick pre-reading of the chapter reveals that one of the following is correct about the French and Indian Wars:

- A. Neither side won the first three wars
- B. The French had no advantage over the English
- C. Fur trading is unimportant
- D. No French influence remains today
- E. There were five wars

If you fill in the outline below, you will have a complete set of notes about chapter 6. (Use your book.)

I. What was New France like in the 1700's?

- A. Small settlements in New France
 - 1.
 - 2.
- B. Difference between French colonists and English colonists
 - 1.
 - 2.
- C. Occupations in New France
 - 1.
 - 2.
- D. Missionaries face hardships
 - 1.
 - 2.

(continued)

WILDER, UNIT I, CHAPTER 6: FRANCE GAINS, THEN LOSES A HUGE EMPIRE IN NORTH AMERICA.

QUESTIONS ON THE CHAPTER

E. Influences of New France remain

- 1.
- 2.

II. Why did the French and the British come to blows in North America?

A. Reasons for French-English rivalry

- 1.
- 2.

B. Advantages of French over English

- 1.
- 2.
- 3.
- 4.

C. What advantages did the English colonies have?

- 1.
- 2.
- 3.
- 4.

III. What were the results of the French and Indian Wars?

A. First three wars

- 1.
- 2.
- 3.

(continued)

WILDER, UNIT I, CHAPTER 6: FRANCE GAINS, THEN LOSES A HUGE EMPIRE IN NORTH AMERICA.

QUESTIONS ON THE CHAPTER

B. The fourth and last war

1. causes of the war
 - a.
 - b.
2. Braddock's defeat
3. William Pitt's influence
 - a.
 - b.
4. Two generals who fought at Quebec
 - a.
 - b.

C. Results of the French and Indian War

- 1.
- 2.

NOTES:

WILDER, UNIT I, CHAPTER 6: FRANCE GAINS, THEN LOSES A HUGE EMPIRE IN NORTH AMERICA.

SCHWARTZ-O'CONNOR, UNIT I, CHAPTERS 7 and 8 (FRENCH IN NORTH AMERICA)

Complete the following statements:

1. Most of the battles of the French and Indian War were won by the _____.
2. Another name for the French and Indian War is _____.
3. The Iroquois sided with the _____ during the war.
4. The _____ controlled Canada during the war.
5. The Wars ended in _____.
6. The war began to change in 1758, after _____ became a leader of the English government.
7. The deciding battle of the war took place in _____ in 1759.
8. _____ and _____ were the two commanding generals at the Battle of Quebec.
9. The major result of the French and Indian War was _____.
10. The young American officer who was sent to deliver a message to the French was _____.

NOTES:

WORDS TO LEARN

James Silvercup was on his most dangerous and perilous journey. His trip took him into the forests and the wilderness of Canada. His enemies, T.R.A.S.H., were out to get him. At an old trading post that had once been used to exchange goods for furs. Silvercup met his enemies.

"You've had your share of good luck, Silvercup, but now it's our turn."

NOTES ON THE READING

AIM: To Learn How the French Won Land in the New World:

1. Why did France send Cartier and Verrazano to the New World? _____
2. A. What did Cartier discover? A. _____
B. What did Cartier's voyage do for France? B. _____
3. What settlement did Champlain make in 1608? _____
4. A. State 3 things that Champlain did for the French colony. A. _____
B. What was his nickname? B. _____
5. Why did trappers come to Canada? _____
6. Who was Father Marquette and where did he live? _____
7. What did Marquette and Joliet explore? _____
8. A. What did LaSalle call his discovery? A. _____
B. What did LaSalle want to do in his settlements? B. _____
9. What happened to LaSalle? _____
10. A. Where did France claim land? A. _____
B. What brought France its riches? B. _____

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 7: THE FRENCH JOIN THE SEARCH FOR A SHORTER ROUTE.

VOCABULARY TEST

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I

Column II

- | | |
|-----------------|-------------------------------------|
| A. dangerous | 1. _____ transfer |
| B. wilderness | 2. _____ trip |
| C. journey | 3. _____ perilous |
| D. trading post | 4. _____ store for exchanging goods |
| E. exchange | 5. _____ part or portion |
| F. share | 6. _____ unsettled land |

Indicate the order of the following events:

- | | |
|----------|---|
| 1. _____ | A. Champlain founds Quebec |
| 2. _____ | B. Cartier's voyage |
| 3. _____ | C. La Salle names Louisiana |
| 4. _____ | D. Verrazano's voyage |
| 5. _____ | E. Marquette and Joliet explore Mississippi |

WORDS TO LEARN

Many of the early colonists in America were not members of the Catholic Church, but were Protestants who wanted to worship God freely in their colonies. One such branch of the Protestant Church was that of the Puritans. Many members of this church led miserable lives in England. When the law-making body of England, Parliament, did nothing to help them, they sailed for America. They had no armada, or fleet of warships, to protect them. When they finally landed at a port in America, they considered themselves lucky to be alive and to have the chance to start a new life.

AIMS: To Learn of English Explorations.

To Learn Why The People of England Wanted to Settle in America.

1. A. Who Was John Cabot? A. _____
B. Why are his voyages important? B. _____
2. A. Why did the English trade with the Spanish colonists? A. _____
B. Why did the Spanish government attack the English ships? B. _____
3. Why did Hawkins and Drake become deadly enemies of Spain? _____
4. Why were Drake and his raiders known as "Sea Dogs"? _____
5. What did England claim as a result of Drake's voyage? _____
6. What happened in 1588 to give England control of the sea? _____
7. Why did English farmers want to go to America? _____
8. Why did religious people want to go to America? _____
9. What were the rules of the Church of England? _____
10. Why did the Catholics and the Puritans want to go to America? _____
11. What is another reason for Englishmen coming to America? _____

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 8: THE ENGLISH LOOK TOWARD THE NEW WORLD.

VOCABULARY TEST

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

<u>Column I</u>	<u>Column II</u>
A. colonist	1. _____ fleet of warships
B. Protestant	2. _____ branch of the Protestant Church
C. worship	3. _____ one settled in a new colony
D. miserable	4. _____ harbor
E. Parliament	5. _____ Non-Catholic Christian Church
F. armada	6. _____ English law-making body
G. port	7. _____ pray
H. Puritan	8. _____ rotten

Skim the chapter to answer the following questions. (Paragraph and numbers are provided.)

- A. Why were Cabot's voyages important to England? (1)
- B. Why was Drake's voyage important to England? (5)
- C. Give 3 reasons why Englishmen wanted to go to America. (7, 8, and 11)

WORDS TO LEARN

My grandfather owned a share of stock in a stock company that had a charter from the governor to settle in what is now Hempstead. Stories and legend have it that the first people to settle there, indentured servants, (people who agreed to work for the colony in payment for their transportation), were greeted by Indians who spoke perfect English. I usually have no patience with stories like this except for the fact that it was told to me by one of our lawmakers, a member of our state legislature.

AIM: To Learn of the Founding of the First Successful English Colony at Jamestown.

1. Who made the first attempts at establishing an English colony in the New World? _____
2. Why was Raleigh's colony called the lost colony? _____
3. A. What is a stock company? A. _____
B. Why were they started? B. _____
4. Where did the London Company make its settlement? _____
5. What were three problems that faced the settlers? _____
6. How did the new Americans suffer? _____
7. How did John Smith save the colony? _____
8. Who saved Smith, according to legend? _____
9. What was the main crop of Jamestown? _____
10. A. What was an indentured servant? A. _____
B. Why were they used? B. _____
11. Why was the House of Burgesses important? _____
- 12 & 13. What else happened in 1619 that was important? A. _____
B. _____

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 9: ENGLISHMEN COME TO STAY.

VOCABULARY TEST

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

<u>Column I</u>	<u>Column II</u>
A. stock company	1. _____ law-making body
B. legend	2. _____ written permission to settle
C. indentured servants	3. _____ company which raises money by selling stock
D. patience	4. _____ slaves for transportation
E. legislature	5. _____ myth or story
F. charter	6. _____ tolerance

1619 was an important year in the history of our nation. In your own words, tell why each was important.

1. House of Burgesses _____

2. Women came to Virginia _____

3. Negroes come to America _____

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 10: MORE SETTLERS START A NEW ENGLAND.

WORDS TO LEARN

Support or help your government. Make a compact with yourself to get rid of those practices which hurt your government. Help us to pay off all our debts and set up and establish a really free government. Vote for Alfred E. Nueman today!

NOTES ON THE READING

AIM: To Learn How the Pilgrim and Puritan Colonies Began.

- 1.. Why did the Pilgrims leave England and go to Holland? _____

2. A. Why weren't they happy in Holland? A. _____
B. What agreement did the Pilgrims make with the Virginia Company? B. _____

3. When and in what boat did the Pilgrims land at Plymouth Rock? _____

4. What was the Mayflower Compact? _____

5. How did the Indians help the Plymouth colony? _____

6. How did the Pilgrims give their thanks to God? _____

7. How did the Puritans want to change the Church of England? _____

8. A. What was the Puritan's stock company? A. _____
B. Where did the Puritans settle? B. _____

9. A. Who was the first governor of the Massachusetts Bay Colony? A. _____
B. What did he help to establish? B. _____

VOCABULARY TEST

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I

Column II

- | | |
|--------------|---------------------------|
| A. support | 1. _____ agreement |
| B. compact | 2. _____ what you owe |
| C. debt | 3. _____ help to maintain |
| D. practices | 4. _____ set up |
| E. establish | 5. _____ principles |

Place the events in the order in which they occurred by marking them with numbers 1 through 5.

- _____ A. Puritans come to the New World
- _____ B. First Thanksgiving is celebrated
- _____ C. Mayflower Compact is signed
- _____ D. Plymouth Colony joins Massachusetts Bay Colony
- _____ E. Pilgrims go to Holland

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 11: TWO HEROES OF RELIGIOUS FREEDOM.

WORDS TO LEARN

The minister talked to his congregation about the practice of voting. He told these people of his church that voting was their duty.

"We cannot have a good community or town if every person is satisfied and content with it. Our written laws, the Constitution, gives us the responsibility as well as the right to vote. We must make an attempt to try to make our fertile land even richer in freedom, so vote!"

NOTES ON THE READING

AIM: To Learn How Other Colonies in New England Were Started.

1. Why did many people leave Massachusetts? _____
2. What two things did Roger Williams believe? 1. _____
2. _____
3. What did Roger Williams found? _____
4. What began in Rhode Island? _____
5. Why did Thomas Hooker leave Massachusetts? _____
6. A. What was the first written constitution in the colonies called? A. _____
B. For what colony was it composed? B. _____
7. Why and how was New Hampshire settled? _____
8. A. What was the New England Confederation? A. _____
B. Why was it formed? B. _____
C. What was King Philip's War? C. _____

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 11: TWO HEROES OF RELIGIOUS FREEDOM.

VOCABULARY TEST

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

<u>Column I</u>	<u>Column II</u>
A. community	1. _____ try
B. practice	2. _____ rich
C. congregation	3. _____ habit
D. constitution	4. _____ area
E. satisfied	5. _____ content
F. fertile	6. _____ written plan of government
G. attempt	7. _____ people of a church

Below are a list of words and phrases and the three main topics of this chapter. Place the word or phrase under the topic where it best belongs.

<u>Words and Phrases</u>	<u>Topics</u>		
	Rhode Island	Hartford	New England Confederation
1. Thomas Hooker			
2. King Philip's War			
3. Roger Williams			
4. Fundamental Orders			
5. Indian attacks			
6. religious freedom			
7. Narragansett Bay			
8. freedom to vote			

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 12: EUROPEANS ARRIVE IN THE MIDDLE COLONIES.

WORDS TO LEARN

The scout-master was a remarkable man for several reasons. First, he knew almost every route and trail in the forest. Second, his knowledge of nature and history seemed endless to his scouts. That night while the scouts were driving in their spikes to gain support for their tents he encouraged them to stop quarreling and pay strict attention to the wonders of nature all about them. Later at the campfire he told stories of the colony that had been purchased for a few beads or trinkets and the skins from some fur-bearing animals. His knowledge made them want to grow up to be just like him.

NOTES ON THE READING

AIM: To Learn of the Settlements in New York, New Jersey, Pennsylvania and Delaware.

1. A. For whom and when did Henry Hudson sail? A. _____
B. What was he looking for? B. _____
2. Why did the Dutch form the Dutch West India Company? _____
3. Where were the four Dutch settlements? _____
4. How did the Dutch West India Company get people to come to New Netherland? _____
5. Why wasn't Peter Stuyvesant well-liked? _____
6. A. Where did Sweden have a colony? A. _____
B. When was it brought under Dutch rule? B. _____
7. How did New Netherland become an English Colony? _____
8. How did New York get its name? _____
9. What were some of the religious practices of the Quakers? _____
10. How did William Penn get the land later known as Pennsylvania? _____

(continued)

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 12: EUROPEANS ARRIVE IN THE MIDDLE COLONIES.

11. A. Why did Penn^a pay the Indians for the land? A. _____
B. What does Philadelphia mean? B. _____
12. Why was Pennsylvania so successful? _____
13. When did Delaware become a separate colony? _____

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 12: EUROPEANS ARRIVE IN THE MIDDLE COLONIES.

VOCABULARY TEST

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

<u>Column I</u>	<u>Column II</u>
A. route	1. _____ amazing
B. establish	2. _____ give aid to
C. trinkets	3. _____ set up
D. encourage	4. _____ trail; path
E. strict	5. _____ stern
F. quarrel	6. _____ argument
G. support	7. _____ beaver
H. remarkable	8. _____ beads
I. a fur-bearing animal	9. _____ urge

Tell whether these statements apply to the Dutch or the Quakers. Use either D or Q before the statement to indicate this.

- _____ purchased Manhattan
- _____ all men equal before God
- _____ brotherly love
- _____ most prosperous English colony
- _____ Peter Stuyvesant
- _____ William Penn

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 13: THE LAST ENGLISH COLONIES ARE ESTABLISHED.

WORDS TO LEARN

The two boys, Joe and Bill, grew up in a small town. The population was only 1,000. Joe and Bill believed they knew every one of the 1,000 people, and Mr. Smith, proprietor of the small building on South Street, was their favorite person. Mr. Smith ran the candy store in his building. As a proprietor and landlord he prospered. The boys believed he was rich. He would not rent to anyone who he knew was a debtor. Mr. Smith did not believe in owing money. He was one landlord who wanted his rents collected on time.

People liked to live in Mr. Smith's building. Behind the building he had a yard where the soil was fertile. Mr. Smith allowed the people who lived in his building to plant things there. Mrs. Brown loved the yard. Blue was her favorite color and she insisted on trying to plant indigo to see if she could make her own blue dye. Mr. Smith's toleration of her antics was amazing. Mrs. Brown realized that she was not easy to get along with. She often told Mr. Smith, "If I were a queen, I would give you a large piece of land, the largest grant ever made and I would also make you a noble lord in my court." Mr. Smith used to smile and shake his head.

NOTES ON THE READING

AIM: To Learn How the English Colonies Were Founded in the South.

1. How did nobles become proprietors or owners of colonies? _____
2. Who was George Calvert? _____
3. What was the first settlement in the colony of Maryland? _____
4. What did the Toleration Act do? _____
5. Why did the colony of Carolina separate into two colonies? _____
6. What was the name of the last British colony to be founded? _____
7. Who is the founder of the colony of Georgia? _____
8. Who settled in Georgia? _____
9. Where was most of the population of the 13 colonies settled? _____

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 13: THE LAST ENGLISH COLONIES ARE ESTABLISHED.

VOCABULARY TEST

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

<u>Column I</u>	<u>Column II</u>
A. population	1. _____ owner
B. proprietor	2. _____ be successful
C. landlord	3. _____ blue dye
D. prospered	4. _____ understanding of others
E. debtor	5. _____ gift
F. fertile	6. _____ high rank
G. indigo	7. _____ people
H. toleration	8. _____ one who owes money
I. noble	9. _____ rich; able to produce
J. grant	10. _____ one who rents his property

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 13: THE LAST ENGLISH COLONIES ARE ESTABLISHED.

This chapter deals with the founding of four colonies. On the outline below fill in the information about each colony.

Colony	Date	Founder	Who settled in the colony	First settlement
Maryland				
North Carolina	1689			
Carolinas	1663			Charleston
South Carolina	1689			
Georgia				

WORDS TO LEARN

In the days when the frontier or unsettled part of our land extended only as far west as Ohio, and when only a few settlers lived on large estates, there were many unusual occupations. One of the most important of these jobs was fence building. Cutting these palisades to place around the forts was real art. Other interesting occupations were tallow pouring (to make candles), spinning flax to make fine linen, and pickling foods to prepare them for winter.

NOTES ON THE READING

AIM: To Learn How the People of the New England Colonies Made Their Living.

1. A. Where were the thirteen original colonies? A. _____
B. What were the four sections? B. _____
2. How did geography affect occupations in these four sections? _____
3. Describe an early New England home. _____
- 4 & 5. List 4 important articles found in a colonial home. 1. _____
2. _____
3. _____
4. _____
6. Why was farming difficult in New England? _____
- 7 & 8. How did the family work together to supply what was needed? _____

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 1: HOW THEY LIVED IN NEW ENGLAND.

VOCABULARY TEST

In the blank appearing before the word meanings in Column II write the letter which appears before the words in Column I.

- | | |
|----------------|--------------------------------|
| A. frontier | 1. _____ used in making linen |
| B. estates | 2. _____ large land holdings |
| C. occupations | 3. _____ preserving |
| D. palisade | 4. _____ jobs |
| E. tallow | 5. _____ fence |
| F. flax | 6. _____ candle wax |
| G. pickling | 7. _____ unsettled land border |

Fill in the following two outlines, using facts from the chapter:

- I. Geography played an important role in the way people of each section made their living.

A. _____
B. _____
C. _____
D. _____

- II. Everyone in the colonial family worked to supply what was needed.

A. _____
B. _____
C. _____

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 2: WORK, CHURCH AND SCHOOL IN NEW ENGLAND.

WORDS TO LEARN

On his trip to New England, John was amazed at what he saw. The occupations of the people in some towns depended completely on the natural resources. If there was a seaport, the townspeople were fisherman. If the soil was good, they were farmers. They used the land as the source for their jobs. Where there was little soil and no fish, the people turned to some other industry. In addition to this, John noticed that there were some signs of the old colonial way of life. However, changes had been made. Young men who had chosen careers as ministers could be seen near the colleges, sitting outside writing sermons. However, they were unlike the harsh ministers one pictured in an old Puritan town. There were boys learning trades as apprentices, but they were well paid and had a great deal of freedom. New Englanders cherish the interesting past that belongs to their section of the country, and they continue to have good times at quilting parties and husking bees. These have not changed at all.

NOTES ON THE READING

AIM: To Learn More About Life in the New England Colonies.

1. Why did the people of New England turn to occupations other than farming? _____
2. Why were fish important to the New England settlers? _____
3. Among what 3 countries was the three-sided trade carried on?
 1. _____
 2. _____
 3. _____
4. Who were the leaders of New England communities? _____
5. Describe Puritan laws and punishments. _____
6. Why was education important to the Puritans? _____
7. What was a "Dame School"? _____
8. What was an apprentice? _____
9. List the Puritan ideas of fun. _____

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 2: WORK, CHURCH AND SCHOOL IN NEW ENGLAND.

VOCABULARY TEST

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

<u>Column I</u>	<u>Column II</u>
A. occupations	1. _____ cruel; severe
B. natural resources	2. _____ chosen profession
C. seaport	3. _____ a talk on religion
D. source	4. _____ beginner; learner
E. industry	5. _____ party at which quilts are sewn
F. careers	6. _____ place from which something comes
G. ministers	7. _____ person serving a church; pastor
H. sermon	8. _____ employment; trade; job
I. harsh	9. _____ party at which the outer covering of corn is removed
J. apprentice	10. _____ city or town with a harbor
K. quilting party	11. _____ any branch of business
L. husking bee	12. _____ materials supplied by nature

Listed below are 10 items. Some of them are true and some are false. Mark each statement true or false according to the information given in Chapter 2. If you cannot tell whether it is true or false, mark it X for insufficient information. The number in parenthesis after each statement tells you in what paragraphs the answer will be found.

1. _____ The Puritans wanted their children to learn to read so they could read The Bible. (6)
2. _____ All New Englanders were farmers. (1)
3. _____ New Englanders used fish to trade with the Indians. (2)
4. _____ The Puritans were very kind, easy-going people. (5)
5. _____ Harvard was opened in 1638. (7)

(continued)

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 2: WORK, CHURCH AND SCHOOL IN NEW ENGLAND.

6. _____ The Puritans never had a good time. (9)
7. _____ No girls went to school in Massachusetts. (6, 7)
8. _____ Some housewives taught school in their homes. (7)
9. _____ School was held five days a week. (6)
10. _____ Puritans churches were very ornate and comfortable. (4)

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 3: HOW THEY LIVED IN THE SOUTHERN COLONIES.

WORDS TO LEARN

Selling naval stores (tar, pitch and turpentine) to the English navy provided the small farmer his only chance or opportunity at making a profit. This was not nearly as profitable as owning a plantation, however. These huge estates had elegant and expensive furnishings, such as grand pianos and chandeliers. The owner usually had a lot of free or leisure time for his non-working social life. The plantation had its own teachers who lived there, called tutors. These people were so rich that even their servants had servants.

AIM: To Learn of the Plantation Life of the South.

1. A. What were the Southern Colonies? P. _____
B. What were the chief crops of the plantation? B. _____
- 2 & 3. Why were there so few towns in the South? _____
4. Describe the planter's home. _____
5. How did the plantation support itself? _____
6. Why were slaves used on the plantation? _____
7. What did the small farmers sell? _____
8. Describe the social life of the planter. _____
9. Describe the education given to the young of the South. _____

SCHWARTZ-O'CONNOR, UNIT I CHAPTER 3: HOW THEY LIVED IN THE SOUTHERN COLONIES.

VOCABULARY TEST

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

<u>Column I</u>	<u>Column II</u>
A. naval stores	1. _____ teacher
B. opportunity	2. _____ spare time
C. profitable	3. _____ rich and wealthy
D. plantation	4. _____ chance
E. elegant	5. _____ large farm
F. <u>furnishings</u>	6. _____ tar, pitch, and turpentine
G. leisure	7. _____ decoration and furniture
H. <u>social</u> life	8. _____ making money
I. tutor	9. _____ pleasurable part of life

Some of the following terms and phrases relate to plantation; others do not. Place a P before those that relate to plantations. Leave others blank.

- _____ Jamestown
- _____ tobacco
- _____ slaves
- _____ naval stores
- _____ small farms
- _____ horse racing
- _____ William and Mary

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 4: THE COLONIES "IN BETWEEN".

WORDS TO LEARN

Benjamin Franklin was born in New England, but lived in the Middle Colonies. When he ran away from home, he located himself in Philadelphia. Here the language was the same as it was in Boston, but the customs were different. The climate was also similar, hot in the summer and cold in the winter. In Boston most were Puritans; in Philadelphia there were Quakers and other religious groups. The journey from Boston was long, the service on the stagecoaches was not too good. When Franklin arrived, he wanted to refresh himself; he was served from a plentiful supply of food.

When Franklin was older, he did many important things. He was an inventor who discovered many new items to make life easier. In addition he opened the first library. People could read many books. He also improved trade and communication by improving our mail service.

AIMS: To Learn How People Lived in the Middle Colonies.
To Learn of the Influence of Benjamin Franklin.

1. Which colonies are called the Middle Colonies? _____

2. Why were the Middle Colonies called the "Bread Colonies"? _____

3. How did the people travel? _____
4. How was mail carried? _____
5. What effect did travel and communication have on the settlers? _____

6. What was Benjamin Franklin's trade? _____
7. For what was Franklin known? _____
8. Name two of Franklin's inventions? 1. _____
2. _____
9. How did Franklin help make life better for people? _____

10. What improvements did Franklin make as Postmaster General? _____

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 4: THE COLONIES "IN BETWEEN".

VOCABULARY TEST

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

<u>Column I</u>	<u>Column II</u>
A. Middle Colonies	1. _____ trip
B. located	2. _____ revive
C. language	3. _____ person who makes things
D. customs	4. _____ New York, New Jersey, Pennsylvania, and Delaware
E. climate	5. _____ exchange of ideas
F. Quaker	6. _____ helpful acts
G. journey	7. _____ exchange of goods
H. service	8. _____ kind of speech
I. stagecoach	9. _____ coach carrying passengers
J. refresh	10. _____ general weather
K. plentiful	11. _____ more than enough
L. inventor	12. _____ delivery of letters
M. library	13. _____ situated
N. trade	14. _____ place where books are kept
O. communication	15. _____ a religion
P. mail service	16. _____ way of doing things

You have read Chapter 4 -
Check off the items below which are included in this chapter.

1. _____ Ben Franklin's boyhood
2. _____ Occupations in the Middle Colonies
3. _____ Crops grown in the Middle Colonies

(continued)

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 4: THE COLONIES "IN BETWEEN".

4. _____ Mail service in the colonies
5. _____ Travel in the colonies
6. _____ The works of Benjamin Franklin
7. _____ Education in the Middle Colonies
8. _____ Effects of travel and communication
9. _____ How Ben Franklin helped people
10. _____ People who lived in the Middle Colonies

Judging from the 10 items listed above and whether or not they are true, which of the following is the best title for this chapter.

- A. _____ Ben Franklin's Life
- B. _____ The Colonies "In Between"
- C. _____ Travel in Early America
- D. _____ Odds and Ends
- E. _____ Our First Library

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 5: LIFE IN THE WILDERNESS.

WORDS TO LEARN

Long hunters were ambitious pioneers who were always trying to move the frontier westward. These carriers of the long rifles settled new areas and were never happy with things as they were. They had to get ahead. They set up and established stockades to protect their families. At each corner of these fences of pointed logs was a blockhouse where guards could watch for dangerous Indians. We owe much to these early settlers.

NOTES ON THE READING

AIM: To Learn How the Early Settlers Made a Living on the Frontier.

1 & 2. What kinds of people moved to the frontier?

3. Where did the earliest pioneers settle?

A.
B.

4. Why did the Indians attack the settlers?

5. What did the Indians teach the white man?

6. Where did the "long hunters" hunt?

7. Describe Daniel Boone's route?

8. How was the western settler a new kind of American?

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 5: LIFE IN THE WILDERNESS.

VOCABULARY TEST

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

<u>Column I</u>	<u>Column II</u>
A. long hunters	1. _____ protective wood fence
B. ambitious	2. _____ first settler
C. pioneer	3. _____ border strip
D. frontier	4. _____ desiring improvement
E. establish	5. _____ set up
F. blockhouse	6. _____ carriers of long guns
G. stockade	7. _____ log cabin

On page 83 there are two pictures. Below are some captions (words written to help explain a picture). Place an H before the caption if it deals with the hunter. Place an S before it if it deals with the settler.

1. _____ Living conditions were difficult
2. _____ Stockades were built
3. _____ Long hunters crossed the Allegheny
4. _____ Cumberland Gap
5. _____ A new kind of American is created

Guide Topics Correlated With Texts

Wilder

This Is America's Story

Chapter No.: Page No.

Unit I Discovery and Exploration

1. (pp. 16-35) The Old World Finds a New World Beyond Its Horizon
2. (pp. 37-57) Europeans Learn More About the New World
3. (pp. 58-79) Spain Establishes a Great Empire
4. (pp. 80-99) Englishmen Establish Vigorous Colonies in North America
5. (pp. 100-119) How Did People Live in the English Colonies
6. (pp. 120-135) France Gains, Then Loses a Huge Empire in North America

Unit II Colonial Struggle For Independence

7. (pp. 136-148) How Were the English Colonists Governed?
8. (pp. 149-164) The American Colonists Resist Strict Control by England
9. (pp. 165-189) The Thirteen English Colonies Win Their Independence

Unit III How Our Nation Is Governed

11. (pp. 212-226) The Thirteen States Create a Firm Union Under the Constitution
12. (pp. 227-242) The New Government Is Successfully Launched.

Schwartz and O'Connor

Exploring American History

Chapter No. and Unit No. in S. & O.

- 1-13 (pp. 4-62) (How Was The New World Explored and Colonized?) - covers from Columbus to the establishment of the New England Colonies
- 1-8 (pp. 66-97) (How Did the Colonies Win their Freedom?) - covers from the establishment of the New England Colonies to the French And Indian Wars.

NOTE: Chapter 6 (pp. 86-90) is not included in Unit I but is included in Unit II

9-16 (pp. 98-141) How Did The Colonies Win Their Freedom? - covers from the English tightening their restrictions to the end of the war

NOTE: Chapter 6 (pp. 86-90) included in this section

1-6 (pp. 142-170) How Is Our Nation Governed? covers from the Articles of Confederation to the problems of the new government under the Constitution

Guide Topics Correlated With Texts

Wilder

This Is America's Story

Unit IV Westward
Expansion

Chapter No.: Page No.

13. (pp. 243-263) The United States Gains the Respect of Other Nations
14. (pp. 264-288) The Northeast Becomes the Center of Trade and Manufacturing
15. (pp. 289-303) Cotton Becomes King in the South
16. (pp. 304-318) Democracy Marches Westward with the Frontier
17. (pp. 319-345) The Nation as a Whole Becomes More Democratic
18. (pp. 346-372) The United States Gains More Land and Reaches from Sea to Sea
21. (pp. 424-442) The Last Frontier in the West Is Settled

Unit V Civil
War

19. (pp. 373-392) The North and South Come to Blows
20. (pp. 393-423) The North and the South Fight a War and Are Reunited

Unit VI Rise
Of Industry and
Agriculture

22. (pp. 442-467) The United States Becomes a Great Industrial Nation
23. (pp. 468-482) Growing Business & Industry Face and Solve New Problems
24. (pp. 483-505) New Methods of Farming Create New Problems
25. (pp. 506-524) The Machine Age Changes Life in Cities and on Farms

Schwartz and O'Connor

Exploring American History

Chapter No. and Unit No. in S. & O.

- 1-14 (pp. 174-239) How Did the New Nation Grow In Size and Strength? - covers from the Northwest Territory, Oregon, Texas, California and the close of the frontier.

- 1-11 (pp. 240-297) How Did Differences In Our Way Of Life Lead To Civil War? - covers from king cotton to the New South

- 1-14 (pp. 298-359) How Did The United States Become A Leading Industrial Nation? - covers from conditions in industry and agriculture before the Civil War to the problems of the 1930's

Guide Topics Correlated With Texts

<div style="text-align: center;"> <p>Wilder</p> <p>This Is America's Story</p> <p>Chapter No.: Page No.</p> </div>	<div style="text-align: center;"> <p>Schwartz and O'Connor</p> <p>Exploring American History</p> <p>Chapter No. and Unit No. in S. & O.</p> </div>
<div style="text-align: center;"> <p>Unit VII U.S. Becomes a World Leader</p> </div> <p>26. (pp. 525-556) America Provides More Opportunities for More People</p> <p>27. (pp. 556-570) American Leaders Branch Out Along New Paths</p> <p>28. (pp. 571-590) The United States Gains Possessions Overseas</p> <p>29. (pp. 591-615) The United States Plays a Larger Part in World Affairs</p> <p>30. (pp. 616-649) Our Country Meets Threats To Freedom and Works For World Peace</p> <p>31. (pp. 650-676) The United States Looks to Its Neighbors in the Americas</p> <p>32. (pp. 677-703) Americans Face The Challenge of a Modern World</p>	<p>Chapter No. and Unit No. in S. & O.</p> <p>1-16 (pp. 360-463) How Did The United States Become A Leader In World Affairs? - covers from the Spanish-American War to the problems confronting us in 1960</p>